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ABSTRACT

This book overviews experiential learning in the various contexts in which it has developed over the last decade. Experiential learning involves the knowledge and skills acquired through life and work experience and study, which are not formally attested through any educational or professional certification. The first chapter defines the assessment of prior experiential learning (APEL) as learning that has not been assessed, and differentiates it from the assessment of prior learning, which also includes learning that has been assessed for some formal purpose. The interest in experiential learning has resulted from increasing dissatisfaction with the view that significant learning only takes place in formal institutions, and in particular, leads to examination results, certificates, and qualifications. The significance of experiential learning is that it challenges the many well-established ways of doing things in education and in employment. Another part of its significance lies in its potential to further British government policies that aim to increase participation rates in all forms of postsecondary education. Thus, experiential learning is a national issue connecting with the policies of government, with employing organizations, and with teaching institutions. The remaining chapters of the book define and consider APEL in the context of British higher education, further education, adult education, the professions, teacher education, employment and unemployment, assessment, staff development, and international developments. The last chapter projects the future of APEL. Contains references in each chapter and an index. (LP)

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